

At-A-Glance Continuous Improvement Plan for 2025-26

School:	Aldrich Middle School
Principal:	Joe Vrydaghs
Literacy SMARTe Goal:	TEACHER OUTCOMES: During the 2025-26 school year, all teachers will use ongoing formative assessment practices designed to monitor student understanding, inform instruction accordingly, and increase student ownership of the learning process as measured by the 25-26 CIP Progress Monitoring Tool. STUDENT OUTCOMES: 1. During the 2025-26 school year the percentage of Aldrich 6th and 7th grade students meeting expectations on the Reading MAP will increase from 34% to 39% and the percentage of advanced students will increase from 13.6% to 18.6% as measured by comparing the 2025 Spring Reading MAP to the 2026 Spring Reading MAP. 2. During the 2025-26 school year the percentage of 8th grade students meeting expectations on the English Pre-ACT will increase from 51% to 56% and on the Reading Pre-ACT from 42%-47% as measured by the 2026 Spring Pre-ACT.
Literacy Strategies:	Strategy 1 ~ HOW will Aldrich increase student ownership of the learning process? *All teachers will increase student ownership of the learning process by designing and implementing each aspect of their lesson according to the goal-setting process. STEP 1: Create learning targets that are written as content specific and measureable student-centered goals (Use specific, measureable, and student-centered goals) STEP 2: Create each aspect of the lesson as an essential learning target scaffold (Break goals down into smaller, achievable sub-goals) STEP 3: Connect intentionally each aspect of the lesson, to the Learning Target (Design short-term goals). STEP 4: Check for student understanding of both content and purpose throughout each lesson (Design short-term goals with frequent check-ins). Strategy 2 ~ HOW will Aldrich increase student ownership of the learning process? *All teachers will increase student ownership of the learning process by leading students through the goal-setting process prior to MAP and Forward Testing. STEP 1: Model the Goal-Setting process STEP 2: Provide students with data necessary to set their own MAP and Forward Goals. STEP 3: Check for and celebrate Goal-Attainment.
Math SMARTe Goal:	TEACHER OUTCOMES: During the 2025-26 school year, all teachers will use ongoing formative

	assessment practices designed to monitor student understanding, inform instruction accordingly, and increase student ownership of the learning process as measured by the 25-26 CIP Progress Monitoring Tool. STUDENT OUTCOMES: 1. During the 2025-26 school year the percentage of Aldrich 6th and 7th grade students meeting expectations on the Math MAP will increase from 33% to 38% and the percentage of advanced students will increase from 17.3% to 22.3% as measured by comparing the 2025 Spring Reading MAP to the 2026 Spring Reading MAP. 2. During the 2025-26 school year the percentage of 8th grade students meeting expectations on the Math Pre-ACT will increase from 53% to 58% as measured by the 2026 Spring Pre-ACT.
Math Strategies:	Strategy 1 ~ HOW will Aldrich increase student ownership of the learning process? *All teachers will increase student ownership of the learning process by designing and implementing each aspect of their lesson according to the goal-setting process. STEP 1: Create learning targets that are written as content specific and measureable student-centered goals (Use specific, measureable, and student-centered goals) STEP 2: Create each aspect of the lesson as an essential learning target scaffold (Break goals down into smaller, achievable sub-goals) STEP 3: Connect intentionally each aspect of the lesson to the Learning Target (Design short-term goals). STEP 4: Check for student understanding of both content and purpose throughout each lesson (Design short-term goals with frequent check-ins). Strategy 2 ~ HOW will Aldrich increase student ownership of the learning process? *All teachers will increase student ownership of the learning process by leading students through the goal-setting process prior to MAP and Forward Testing. STEP 1: Model the Goal-Setting process STEP 2: Provide students with data necessary to set their own MAP and Forward Goals. STEP 3: Check for and celebrate Goal-Attainment.
SEB SMARTe Goal:	SEL GOAL: 80% of all students will achieve 1 Academic SMART Goal, 1 Attendance SMART Goal, and 1 Behavior SMART Goal each Semester. SEL ATTENDANCE GOAL: By the end of the 2025-26 school year, Aldrich will reduce the percentage of students who are chronically absent from 48.5% (EOY 24-25) to 38.6% (EOY 25-26) as measured through Frontline Analytics. By the end of the 2025-26 school year, Aldrich will increase our Attendance Rate

	from 86.3% to 92% as shown in Frontline Analytics.
SEB Strategies:	The Aldrich SEL SMARTE Goal ~ 80% of all students will achieve 1 Academic SMART Goal, 1 Attendance SMART Goal, and 1 Behavior SMART Goal each Semester. WHY? Implementing the goal setting framework with middle school students creates powerful leverage for building motivation, self-regulation (accountability), personal ownership, and academic success. ----- STRATEGY 1 ~ Use SMART Goals (Specific, Measurable, Achievable, Relevant, Time-bound). WHY? SMART goals help students break vague aspirations (“do better in math”) into actionable plans. They increase clarity, motivation, and accountability. Locke & Latham’s goal-setting theory emphasizes clarity and challenge as key to motivation. ----- STRATEGY 2 ~ Involve Students in Setting Their Own Goals. WHY? Students who participate in goal setting increase their ownership of and commitment to the learning process which is supported by the Self-Determination Theory (Deci & Ryan) that Autonomy-Supportive environments enhance engagement and performance. ----- STRATEGY 3 ~ Teach Goal-Setting as a Skill. WHY? Students don’t instinctively know how to set or monitor goals and therefore explicit instruction on goal-setting, progress tracking, and strategy adjustment leads to greater outcomes. CASEL (Collaborative for Academic, Social, and Emotional Learning) reports that teaching goal-setting as part of social-emotional learning (SEL) initiatives improves academic outcomes; Hattie also identifies goal-setting as a practice resulting in a significant effect size. ----- STRATEGY 4 ~ Reflect Regularly on Progress. WHY? Reflection helps students assess what's working, identify obstacles, and make adjustments and is central to metacognition, which research shows is a key predictor of academic success. -----
DPI Site Based Report Card	School Rating 2024-25: “Meeting Expectations” Found here: https://dpi.wi.gov/accountability/report-cards